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Township High Schools

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TOWNSHIP HIGH SCHOOLS,  
WITH SPECIAL REFERENCE TO ILLINOIS

BY

JOHN CARL STINE, A. B., 1903

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THESIS

FOR THE DEGREE OF MASTER OF ARTS

IN THE

GRADUATE SCHOOL

UNIVERSITY OF ILLINOIS

1904





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May 30 1903

THIS IS TO CERTIFY THAT THE THESIS PREPARED UNDER MY SUPERVISION BY

John Carl Stine AB 1903

ENTITLED

Township High Schools, with

special reference to Illinois

IS APPROVED BY ME AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE

OF

Master of Arts

Edwin Grant Dexter

HEAD OF DEPARTMENT OF

Education





TOWNSHIP HIGH SCHOOLS,  
WITH SPECIAL REFERENCE TO ILLINOIS.

Just as in the commercial affairs of the United States business concerns have found amalgamation advantageous, so in educational administration the authorities have found a great boon in the consolidation of interests.

In this direction, the consolidation of district schools and the transportation of pupils is probably more wide-spread than any other movement, and this will be treated first briefly.

The Commissioner of Education, Dr. Wm. T. Harris, in one of his annual reports, speaking of the consolidation of schools, says: "It has been frequently demonstrated and is generally conceded that it would be better both on economical and on pedagogical grounds to unite the many small and weak schools of a township, dispersed over a large extent of territory, into a few strong, well-equipped and well-conducted graded schools, located at convenient points." To consolidate schools with any degree of uniformity and efficiency, Massachusetts, the pioneer in this reform, found that conveyance of children at public expense became a necessity. To this end she enacted the following law in 1869: "Any town in the Commonwealth may raise by taxation or otherwise, and appropriate, money to be expended by the school committee in their discretion in providing for the conveyance of pupils to and from the public schools." Other states have taken up the movement, and, by the Commissioner of Education's Report for 1900 - 1 (just issued), the following states have provided



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for centralization in some form: Connecticut, Florida, Georgia, Indiana, Iowa, Kansas, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Missouri (transportation omitted), Nebraska, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Nebraska, New Hampshire, Rhode Island, South Dakota, Tennessee, Vermont, Wisconsin.

The need for this change is shown by a typical fact taken from the statistics of Indiana as given in the Report of the Superintendent of Public Instruction for 1900:

|                                       |                   |
|---------------------------------------|-------------------|
| Cost of education per capita -- --- - | 1879 -- 1899      |
| In townships -----                    | \$6.21 - 10.50    |
| " towns -----                         | 5.21 - 11.10      |
| " cities -----                        | 7.48 - 7.07       |
| Average daily attendance -----        | Number of schools |
| Fewer than 5 -----                    | 108               |
| "     "   10 -----                    | 487               |
| "     "   15 -----                    | 1253              |
| "     "   20 -----                    | 2332              |

Among the reasons urged against consolidation the following may be cited:

- 1 Lowering of property values by removal of the school.
- 2 Risk to the health of children.
- 3 Association in carriages.
- 4 Long absence of young children from home.
- 5 Bad roads.

The reasons urged for consolidation by its friends are:

- 1 Economy.
- 2 Better teachers and equipment.
- 3 Better supervision.





4 Regularity of pupil's attendance.

5 Better educational spirit.

In so far as the foregoing consolidated schools maintain a high school - and many of them do maintain a course of one or two years - they properly come under this study. Township high schools proper will next be considered. In Massachusetts, the following law took effect January 1, 1902:

"Section 2. Every city and every town containing, according to the latest census, state or national, five hundred families or householders, shall, and any other town may, maintain a high school, adequately equipped, which shall be kept by a principal and such assistants as may be needed, of competent ability and good morals, who shall give instruction in such subjects designed in the preceding section as the school committee consider expedient to be taught in the high school, and in such additional subjects as may be required for the general purpose of training and culture, as well as for the purpose of preparing pupils for admission to state normal schools, technical schools and colleges. One or more courses of study, at least four years in length, shall be maintained in each such high school and it shall be kept open for the benefit of all the inhabitants of the city or town for at least forty weeks, exclusive of vacations, in each year. A town may cause instruction to be given in a portion only of the foregoing requirements if it makes adequate provision for instruction in the others in the high school of another city or town.

Section 3. A town of less than five hundred families or householders in which a public high school or a public school of corresponding grade is not maintained shall pay for the tuition of any





child who resides in said town and who, with the previous approval of the school committee of his town, attends the high school of another town or city.

Section 4. Two adjacent towns, each having less than five hundred families or householders, may vote to form one high school district for establishing a high school."

The legislature of Michigan passed a law in 1901 which reads as follows:

"Section 1. The township board of any township, not having within its limits an incorporated village or city, upon petition of not less than one-third of the taxpayers of such township for the establishment of a rural high school, shall submit such question to a vote of the qualified electors of said township at a special election called for that purpose within sixty days from date of receipt of said petition.

Section 3. If more votes are cast in favor of such high school than against it at such election, the qualified electors of said township shall elect at their next annual election of township officers a board of trustees of three members, one for one year, one for two years, one for three years. The township clerk shall be ex-officio member and clerk of the board, and the township treasurer shall be ex-officio member and treasurer of the board.

Section 7. A majority of the taxpayers of the township shall determine the amount to be expended in the grounds and building of said school and may bond the township for such amount: Provided that the amount of said bonds shall not exceed five thousand dollars, and that the period of such bonds shall not continue beyond ten years". In response to a letter of inquiry Superintendent of Public Instruc-



tion Delos Fall says: "No township high school has been established under our Act of 1901. It is a question in my mind whether any ever will be established, as the idea of centralizing the schools is taking quite firm hold in this state."

Wisconsin passed its township high school law in 1899, which reads as follows. "Two or more adjoining towns or school districts, or one or more towns or school districts and an incorporated village or city, when the same together will make a district of contiguous territory, may unite in establishing and maintaining a high school. The resolutions proposing the same shall be approved and submitted and the notice of election signed by at least a majority of the supervisors of each town, the directors of each school district, the common council of such city and trustees of such village, if any, and the election shall be notified and conducted in each town, school district, city or village as provided in the preceding section. Such resolution shall not be adopted unless a majority of the votes cast in each such town, school district, city or village be in favor thereof. The votes shall be canvassed at the first election, and all subsequent elections in the several towns as at town meetings, in the several school districts as at annual district meetings in the city, if any, as at a charter election, and at the village, if any, as at the village elections; and the supervisors of the several towns, directors of said school districts, common council of such city and trustees of such village shall, within one week after such election, meet and canvass the votes and certify the result to the town clerk of each town, the clerk of each school district, the clerk of such city and to the village clerk of such village. If such resolution be adopted, the town, or towns, school district or school districts





and city and village, so voting, shall constitute a joint high school district."

According to the State Superintendent's report for 1901-2, "The annual appropriation of \$25,000 in 1885 was entirely absorbed by high schools connected with the graded system of cities and villages. The legislature, therefore, appropriated another \$25,000 annually for free high schools in towns having no graded schools. This plan, tho perfect in theory, did not prove successful in practice. The independent district system prevented the formation of township high schools. The following legislature, therefore, provided that township high schools are to receive, as special state aid from this fund, one-half of the fund actually expended by them for instruction, and the balance of the \$25,000 to be merged with the other fund. The other high schools share pro rata, and none may receive more than \$500 per annum, while the township high schools receive one-half of the amount actually expended in instruction."

At present this state has nine township high schools, and another has been voted for. A letter of inquiry to R. M. Orchard principal of the township high school at Montfort, Wisconsin brought the following reply: "Montfort is located in the township of Wingville and the whole township is taken as one high school district. We have nothing to do with the district schools. Even in the village the district school or grades are separate from the high school. The members of the high school board are elected at the annual township election in April, one member each year and they serve three years. This board has all the powers of a district board. The school is supported by a tax levied upon the property owners of the township. Any pupil therefore who is qualified to enter the high school from





the township is allowed to do so free of tuition. All outsiders pay tuition of two dollars a month.

At first the high school was made up mainly of pupils from the village but now they are about evenly divided between village and country. This was largely due to ill-feeling engendered when the proposition of having a high school was submitted to the people. But that is dying out and the idea is giving good results. Montfort only has about eight hundred inhabitants, but yet we have an enrollment of eighty-seven in our high school. I believe it is beneficial in many ways. It increases the size of the school, more evenly distributes taxes and gives a better backing to the school. It enables the school board to pay better wages to teachers and better equip the school with apparatus. At present the teachers in the high school are all university graduates. Before this year that was not the case."

In Indiana, according to the township high school law in force May 1901, "the school trustees shall take charge of the educational affairs of their respective townships, towns and cities. They shall employ teachers, establish and locate conveniently a sufficient number of schools for the education of the children therein, and build, or otherwise provide, suitable houses, furniture, apparatus and other articles and educational appliances necessary for the thorough organization and efficient management for said schools. Such school trustees may also establish and maintain in their respective corporations, as near the center of the township as seems wise, at least one separate graded high school, to which shall be admitted all pupils who are sufficiently advanced: Provided, That the school trustees of two or more corporations may establish and maintain joint graded high schools in lieu of separate graded high schools, and when



so done they jointly shall have the care, management and maintenance thereof: Provided further, That any trustee, instead of building a separate graded high school for his township, shall transfer the pupils of his township competent to enter a graded high school to another school corporation: Provided further, That all payments of tuition, provided for under this act, heretofore made by school trustees for such high school privileges are hereby legalized: Provided further, That no such graded high school shall be so built unless there are at the time such house is built, at least twenty-five common school graduates of school age residing in the township."

In a personal letter, State Superintendent F. A. Cotton says that "in the main the township high school has filled the highest expectation of the persons who inaugurated the movement" in his state. According to the Superintendent's Report for 1902, the greatest activity in high school circles has been in the townships. The new transfer law has promoted high schools, while the new high school law has improved them in quality. The requirement that at least twenty-five common school graduates of school age shall reside in the township has checked the organization of small high schools thruout the state incident to the attempt to defeat the transfer law. In nearly every case new high schools are now organized only where the demands are strong and conditions favorable. The statistics stand thus:

|                                      |        |
|--------------------------------------|--------|
| Township high schools - -----        | 502    |
| " high school pupils -----           | 10,253 |
| " high school teachers -----         | 600    |
| " high schools, strictly rural ----- | 65     |

Lauramie Township High School, Tippecanoe County, is taken





as typical of the rest. The building cost \$18,000. There were, in 1902, 195 pupils, an average of thirty-nine to each of five teachers. There were fifty-five pupils in the primary room, thirty-seven in the second room, forty-two in the third room, thirty-three in the eighth grade and twenty-eight in the high school. Of the latter nine were first year, seven were second year, seven were third year, and five were graduates reviewing and doing fourth year work. The course of study follows:

Year : Term :

|     |   |      |   |         |   |                |   |           |   |            |   |       |
|-----|---|------|---|---------|---|----------------|---|-----------|---|------------|---|-------|
| I   | : | 1st  | : | Algebra | : | English and    | : | Physical  | : | Book-      | : | Latin |
|     | : | half | : |         | : | Composition    | : | Geography | : | keeping    | : |       |
|     | : | 2nd  | : | Algebra | : | English and    | : | General   | : | Book-      | : | Latin |
|     | : | half | : |         | : | Composition    | : | History   | : | keeping    | : |       |
| II  | : | 1st  | : | Algebra | : | Rhetoric and   | : | General   | : | Civil      | : | Latin |
|     | : | half | : |         | : | Composition    | : | History   | : | Government | : |       |
|     | : | 2nd  | : | Algebra | : | Rhetoric and   | : | General   | : | Geometry   | : | Latin |
|     | : | half | : |         | : | Composition    | : | History   | : |            | : |       |
| III | : | 1st  | : | Algebra | : | Literature and | : | General   | : | Geometry   | : | Latin |
|     | : | half | : |         | : | Composition    | : | History   | : |            | : |       |
|     | : | 2nd  | : | Algebra | : | Literature and | : | General   | : | Geometry   | : | Latin |
|     | : | half | : |         | : | Composition    | : | History   | : |            | : |       |

Music throughout course.

Mr. W. E. Callahan, principal of the Township High School at Medora, Indiana gives a statement, in a personal letter, which will further illustrate the system: "Most of the township trustees of the state have seen that it is better to furnish high school privileges at home, and have established high schools of two-, three-, or four-



year courses, the last-named, where the number of students and the funds permit. As a rule they are non-commissioned schools (ie. schools not accredited by the State Board of Education), but as rapidly as they come up to the requirments for commissions (at least eight months of school, two teachers doing exclusively high school work, and a minimum amount of apparatus in science) they are inspected and granted commissions. But in the majority of rural townships the course is two or three years, without commissions. In case there is an incorporated town or city in the township and no other town, the trustee transfers such pupils as desire high school privileges to the town or city and it receives their regular state tuition allowance, or else, more often, the township pays over the tuition it would otherwise receive."

Writing of the importance of these Township High Schools, E. C. Crider, superintendent of Tippecanoe County, says: "They have brought home to the people educational advantages never before equalled. In one small township before the advent of these high schools, it is a conservative estimate to say that, with the exception of a few wealthy people whose children were sent to college, there was not an average of five pupils yearly sent away to do high school work. In 1900 this township, with a total enrollment of but 313 pupils, had a high school enrollment of fifty-eight."

The first Illinois township high school law was a private act, in force February 5, 1867, to establish the Princeton High School, Bureau County. It consisted of nineteen sections, and was drawn by an able lawyer of Princeton. The first two sections read as follows:

"Section 1. Be it enacted by the People of the State of





Illinois, represented in the General Assembly, that all the territory now included within the boundaries of the township of Princeton, in the county of Bureau and state of Illinois, together with such territory as may be added thereto, be and is hereby established a common high school district, to be known as the Princeton High School District.

Section 2. The government, care and superintendence of the public high schools within said district, and of the funds and estate, both real and personal, belonging to, and which may be hereafter acquired by or conveyed to said district, shall be vested in a board of education of said high school district."

The first general law, however, was approved April 1, 1872, and read as follows: "Upon petition of fifty voters of any school township, filed with the township treasurer at least fifteen days preceding a regular election of trustees, it shall be the duty of said treasurer to notify the voters of the township that an election "For" and "Against" a high school will be held at the next ensuing election of trustees, and the ballots to such effect shall be received and canvassed at such election; and if a majority of the voters at such election shall be found to be in favor of a high school, it shall be the duty of the trustees of the townships to establish, at some central point most convenient for the majority of the pupils of the township, a high school, for the education of the more advanced pupils. For the purpose of building a school house, supporting the school, and and other necessary expenses, the township shall be regarded as a school district, and the trustees shall have the power and discharge the duties of directors for such district in all respects: Provided, that in like manner the voters and trustees of two or more adjoining



townships, or parts of townships, may co-operate in the establishment and maintenance of a high school, on such terms as they may, by written agreement made by the board of trustees, enter into."

This law was amended by an act approved June 3, 1879, thus: "And provided, further, that whenever any township or parts of townships shall have organized a high school and wish to discontinue the same, upon petition of fifty voters of said township, or parts of townships, filed with the township treasurer at least fifteen days preceding a general election of trustees, it shall be the duty of said treasurer to notify the voters of the township that an election will be held to discontinue the high school at the next ensuing election of trustees, and the ballots cast "For" or "Against" the continuance of the high school shall be received and canvassed at such election, and if a majority of the votes at such election shall be found against continuing the high school, it shall be the duty of the trustees to discontinue the same, and to turn all the assets of the high school over to the school fund of such township to be used as any other township fund for school purposes."

The law was further amended by an act approved June 19, 1891, as follows:

"Section 38. Upon the petition of not less than fifty voters of any school township, filed with the township treasurer at least fifteen days preceding the regular election of trustees, it shall be the duty of said treasurer to notify the voters of said township that an election "For or "Against" a township high school will be held at the said next regular election of trustees, by posting notices of such election in at least ten of the most public places throughout such township, for at least ten days before the election; which





notices may be in the following form, viz.:

"HIGH SCHOOL ELECTION."

Notice is hereby given that on Saturday the - ---day of April, A. D.,----,an election will be held at ---- , for the purpose of voting "For" or "Against" the proposition to establish a township high school for the benefit of township No. ---- , range No. ---- . The polls for said election will be open at ---- and close at ---- o'clock of said day.

A. B.,

Township Treasurer.

Provided, that when any city in this State, having a population of not less than one thousand and not over one hundred thousand inhabitants, lies within two or more townships, then that township in which a majority of the inhabitants of said city reside shall, together with said city, constitute a school township under this act for high school purposes."

The law was again amended by an act approved and in force June 2, 1897:

"Section 43. When any township, townships, or parts of townships shall have organized a high school and wish to discontinue the same, upon a petition of not less than a majority of the legal voters of said township, townships or parts of townships, filed with the township treasurers of said townships, at least fifteen days preceding the regular election of trustees, it shall be the duty of said treasurers to notify the voters of the township, townships or parts of townships that an election will be held on the day of said regular election of trustees for the purpose of voting "For" or "Against" discontinuing the township high school, which notice shall be given



in the same manner, and for the same length of time, and may be in substantially the same form, as the notice provided for in section 38 of this article: Provided, that any township where a creek or river divides the same and it has been divided into towns with such creek or river as a boundary line between them, and each of said towns contains a city, and an election has been held in such township, and carried in favor of establishing a township high school, a site for which has been selected in one of said towns, and other proceedings had thereon, a petition signed by not less than one-fourth of the voters of such township as shown by the vote of the last general election may be filed at any time with the township treasurer of said township for an election, for the purpose of voting "For" or "Against" discontinuing the township high school as to the town in which the site is not located. Within ten days after the filing of the petition, as aforesaid, it shall be the duty of such township treasurer to post the notices for an election to be held, according to the prayer of such petition and if the majority of votes cast at such election shall be in favor of discontinuing the township high school in the town where the site has not been located, the same shall be so discontinued as to it.

Section 44. The ballots shall be received and canvassed in the same manner as provided for in section 39 of this article: If the majority of the votes of such election shall be found in favor of discontinuing the high school, it shall be the duty of the trustees to discontinue the same and turn all the assets of said high school over to the school fund of the township or townships interested therein, in proportion to the assessed valuation of said townships, to be used as any other township fund for school purposes."





The law was still further amended by an act approved May 11, 1901, as follows:

"Section 39. The ballots for such election shall be received and canvassed as in other elections, and may have thereon the name of the person or persons whom the voter desires for trustees.

Section 40. If a majority of the votes at such election shall be found to be in favor of establishing a township high school, it shall be the duty of the trustees of the township to call a special election on any Saturday within sixty days from the time of the election establishing the township high school, for the purpose of electing a township board of education, to consist of five members, notice of which election shall be given for the same time and in the same manner as provided for in the election of township trustees. The members elected shall determine by lot, at their first meeting, the length of term each is to serve. Two of the members shall serve for one year each, two for two years, and one for three years from the second Saturday of April next preceding their election. Whenever a vacancy occurs (except by death or resignation), a successor or successors shall be elected, each of whom shall serve for three years, which subsequent election shall be held on the same day and in the same manner as the election of township trustees. In case of vacancy from other cause than the expiration of the term of office, the board shall call an election without delay, which election may be held on any Saturday, notice of which shall be given for the same time and in the same manner as for the election of township trustees. Within ten days after their election, the members of the township board of education shall meet and organize by electing one of their number president, and by electing a secretary.



Section 42. Two or more townships, or two or more adjoining school districts whether in the same or different townships, may, upon like petition as required for township high schools, signed by at least fifty legal voters in each of said townships or school districts - and where any such school district contains less than 150 voters, then such petition shall be signed by at least one-third of the legal voters of such district - and upon an affirmative vote in each of such townships or districts, at an election held pursuant to the provisions of section 38 of this act, establish and maintain in the same manner as in this act, it is provided for township high schools, a high school for the benefit of the inhabitants of the territory described in such petition and the inhabitants of any territory composed of parts of adjoining townships who are now maintaining a high school and who have elected a board of education, may create such territory a high school district by petition of fifty legal voters of such district and by an affirmative vote in such district, and may elect a board of education therefor as in other high school districts. All such high schools may be discontinued in the same manner as township high schools: Provided, that any school district having a population of at least two thousand inhabitants, may in the same manner as herein provided for establishing and maintaining a township high school, establish and maintain a high school for the benefit of the inhabitants of such school district, and elect a board of education therefor, with the same powers hereby conferred on township boards of education. All attempted high school districts in which the inhabitants are maintaining a high school and have in good faith elected a board of education substantially as herein required, are hereby declared to be valid and lawful high school districts and the boards



of education elected therefor legal boards of education."

By an act approved June 3, 1897 a manual training department may be established in the following manner:

"Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That upon the petition of not less than fifty voters of any high school district, filed with the township treasurer at least fifteen days preceding the regular election of members of the board of education for said high school district, it shall be the duty of said treasurer to notify the voters of said district that an election "For or "Against" the establishment of a manual training department for said high school will be held at the next annual election of the board of education by posting notices of such election in at least ten of the most public places thruout the township for at least ten days before the day of such regular election, which notice may be in the following form:

HIGH SCHOOL ELECTION.

Notice is hereby given that on Saturday, the ----- day of April, A. D. ----- an election will be held at ----- for the purpose of voting "For" or "Against" the proposition to establish a manual training department for the high school in township No. -----, range No. -----. The polls for said election will be opened at ----- o'clock of said day.

-----,

Township Treasurer.

Section 2. The ballots for such election shall be received and canvassed as in other elections, and may have on them the names of the board of education voted for at said election.

Section 3. If a majority of the votes cast at such elec-





tion shall be in favor of establishing a manual training department for the high school in said district, it shall be the duty of the board of education to establish and maintain therein such department as a part of the high school."

ILLINOIS TOWNSHIP HIGH SCHOOLS.

| No.: | Name                             | :Estab-: | County      | :Present Principal  | Number<br>Teachers | Enroll-<br>ment |
|------|----------------------------------|----------|-------------|---------------------|--------------------|-----------------|
|      |                                  | :lished: |             |                     |                    |                 |
| 1    | :Biggsville                      | : 1896   | : Henderson | : John A. Strong    | 4                  | 69              |
| 2    | :Bloom (Chicago Heights P. O.)   | : 1901   | : Cook      | : Arthur Reynolds   | 4                  | 65              |
| 3    | :Blue Island                     | : 1902   | : Cook      | : J. E. Lemon       | 5                  | 90              |
| 4    | :Clyde (Berwyn P. O.)            | : 1898   | : Cook      | : H. V. Church      | 6                  | 88              |
| 5    | :Deerfield (Highland Park P. O.) | : 1887   | : Lake      | : W. A. Wilson      | 8                  | 105             |
| 6    | :Edinburg                        | : 1889   | : Christian | : J. W. D. Butcher  | 2                  | 47              |
| 7    | :Evanston                        | : 1883   | : Cook      | : Henry L. Boltwood | 20                 | 420             |
| 8    | :Harrisburg                      | : 1902   | : Saline    | : Harry Taylor      | 3                  | 125             |
| 9    | :Haw Creek (Gilson P. O.)        | : 1902   | : Knox      | : J. Karl Newmann   | 2                  | 27              |
| 10   | :Joliet                          | : 1899   | : Will      | : J. Stanley Brown  | 28                 | 800             |
| 11   | :Lyons (La Grange P. O.)         | : 1888   | : Cook      | : E. R. Cole        | 11                 | 208             |
| 12   | :La Salle - Peru                 | : 1899   | : La Salle  | : C. A. Farnum      | 13                 | 239             |
| 13   | :Maine (Des Plaines P. O.)       | : 1902   | : Cook      | : W. L. Smyser      | 4                  | 60              |
| 14   | :Murphysboro                     | : 1900   | : Jackson   | : Ellis H. Rogers   | 5                  | 179             |
| 15   | :Nauvoo                          | : 1881   | : Hancock   | : Will F. Sloan     | 1                  | 36              |
| 16   | :New Trier (Winnetka P. O.)      | : 1901   | : Cook      | : Edward Manley     | 11                 | 121             |
| 17   | :Oak Park and River Forest       | : 1899   | : Cook      | : J. C. Hanna       | 17                 | 370             |



|    |                              |        |              |                      |    |     |
|----|------------------------------|--------|--------------|----------------------|----|-----|
| 18 | :Ottawa                      | : 1878 | : La Salle   | : J. O. Leslie       | 10 | 293 |
| 19 | :Pontiac                     | : 1894 | : Livingston | : C. E. De Butts     | 10 | 287 |
| 20 | :Princeton                   | : 1867 | : Bureau     | : D. O. Barto        | 10 | 207 |
| 21 | :Roseville                   | : 1898 | : Warren     | : Roderick Munford   | 5  | 94  |
| 22 | :Savanna                     | : 1902 | : Carroll    | : William S. Wallace | 5  | 135 |
| 23 | :Sterling and<br>Coloma      | : 1899 | : Whiteside  | : E. T. Austin       | 11 | 229 |
| 24 | :Streator                    | : 1875 | : La Salle   | : R. R. Upton        | 10 | 225 |
| 25 | :Taylorville                 | : 1890 | : Christian  | : W. E. Andrews      | 5  | 159 |
| 26 | :Thornton<br>(Harvey P. O.): | : 1898 | : Cook       | : J. E. Cable        | 7  | 128 |

All of these schools have a four-year course of study, except Nauvoo and Princeton. The first has a three-year; the second, a five-year course.

Before the passage of the Princeton High School bill, according to Henry L. Boltwood its first principal and the father of the Illinois township high school, the citizens had already begun to erect the building. Provisional bonds were issued, guaranteed by public-spirited individuals. The people were singularly unanimous in favor of the enterprise. The entire cost, including the three-story building, apparatus, library, furniture, and ten acres of ground, was \$63,000. The school opened in September of the same year with 138 pupils and four teachers. In 1901-2 it had 207 pupils and 10 teachers.

To make this study complete it must be stated that three township high schools, not in the foregoing table have been organized. Lake View Township High School, Cook County, was established in 1873 with a building costing \$18,000, with A. F. Nightingale as principal, five other teachers, and 84 pupils. Tolona Township High School, Champaign County, was organized in January 1875 with an equipment

(See p. 21)





# Tabulation of Courses of Study Offered

| Number | Name                           | General, or English | Classical, or College Preparatory | Greek Classical | English - Latin | Latin - Scientific | Latin | English - Modern Language | Manual Training and Latin | Modern Language | Combination | Scientific | Normal | Commercial | Shorthand and Typewriting | Elocution and Physical Training | Required and Elective System | Number of Different Courses |
|--------|--------------------------------|---------------------|-----------------------------------|-----------------|-----------------|--------------------|-------|---------------------------|---------------------------|-----------------|-------------|------------|--------|------------|---------------------------|---------------------------------|------------------------------|-----------------------------|
| 1      | Biggsville                     |                     |                                   |                 | *               |                    |       |                           |                           |                 |             |            |        |            |                           |                                 |                              | 1                           |
| 2      | Bloom (Chicago Heights P.O.)   |                     |                                   |                 |                 |                    |       |                           |                           |                 |             |            |        |            |                           |                                 | *                            |                             |
| 3      | Blue Island                    | *                   |                                   |                 |                 |                    | *     | *                         |                           |                 |             | *          |        |            |                           |                                 |                              | 4                           |
| 4      | Clyde (Berwyn P.O.)            |                     |                                   |                 |                 |                    |       |                           |                           |                 |             |            |        |            |                           |                                 | *                            |                             |
| 5      | Deerfield (Highland Park P.O.) |                     |                                   |                 |                 |                    |       |                           |                           |                 |             |            |        |            |                           |                                 | *                            |                             |
| 6      | Edinburg                       |                     |                                   |                 | *               |                    |       |                           |                           |                 |             |            |        |            |                           |                                 |                              | 1                           |
| 7      | Evanston                       | *                   | *                                 |                 | *               |                    |       | *                         | *                         |                 |             |            |        |            |                           |                                 |                              | 5                           |
| 8      | Harrisburg                     |                     |                                   |                 | *               |                    |       |                           |                           |                 |             |            |        |            |                           |                                 |                              | 1                           |
| 9      | Haw Creek (Gilson P.O.)        | *                   | *                                 |                 |                 |                    |       |                           |                           |                 |             |            |        |            |                           |                                 |                              | 2                           |
| 10     | Joliet                         | *                   | *                                 |                 | *               |                    |       |                           | *                         | *               |             | *2 yrs     | *      |            |                           |                                 |                              | 7                           |
| 11     | Lyons (La Grange P.O.)         |                     |                                   |                 |                 |                    |       |                           |                           |                 |             |            |        |            |                           |                                 | *                            |                             |
| 12     | La Salle - Peru                | *                   | *                                 |                 |                 |                    |       |                           |                           |                 |             |            |        | *          |                           |                                 |                              | 3                           |
| 13     | Maine (Des Plaines P.O.)       | *                   |                                   |                 | *               |                    |       |                           |                           |                 |             |            |        | *          |                           |                                 |                              | 3                           |
| 14     | Murphysboro                    | *                   | *                                 |                 |                 |                    |       |                           | *                         |                 |             |            |        |            |                           |                                 |                              | 3                           |
| 15     | Nauvoo                         | *                   |                                   |                 |                 |                    |       |                           |                           |                 |             |            |        |            |                           |                                 |                              | 1                           |
| 16     | New Trier (Winnetka P.O.)      |                     |                                   |                 |                 |                    |       |                           |                           |                 |             |            |        |            |                           |                                 | *                            |                             |
| 17     | Oak Park and River Forest      |                     |                                   |                 |                 |                    |       |                           |                           |                 |             |            |        |            |                           |                                 | *                            |                             |
| 18     | Ottowa                         |                     | *                                 |                 |                 |                    | *     |                           | *                         | *               |             | *          |        |            |                           |                                 |                              | 4                           |
| 19     | Pontiac                        |                     |                                   | *               | *               | *                  |       | *                         |                           |                 |             | *2 yrs     | *2 yrs | *1 yr.     | *2 yrs                    |                                 |                              | 7                           |
| 20     | Princeton                      |                     |                                   |                 |                 |                    |       |                           |                           |                 |             |            |        |            |                           |                                 | *                            |                             |
| 21     | Roseville                      | *                   | *                                 |                 |                 |                    |       |                           |                           |                 |             |            |        | *          |                           |                                 |                              | 3                           |
| 22     | Savanna                        |                     |                                   |                 | *               |                    |       |                           |                           |                 |             |            |        |            |                           |                                 |                              | 1                           |
| 23     | Sterling and Coloma            | *                   | *                                 |                 |                 |                    |       |                           |                           |                 |             |            |        |            |                           |                                 |                              | 2                           |
| 24     | Streator                       |                     |                                   |                 |                 |                    |       |                           |                           |                 |             |            |        |            |                           |                                 | *                            |                             |
| 25     | Taylorville                    | *                   | *                                 |                 |                 |                    |       |                           |                           |                 |             |            |        |            |                           |                                 |                              | 2                           |
| 26     | Thornton (Harvey P.O.)         |                     | *                                 |                 |                 |                    |       |                           |                           |                 |             | *          | *      |            |                           |                                 |                              | 3                           |
| Total  |                                | 11                  | 10                                | 1               | 4               | 4                  | 2     | 2                         | 1                         | 4               | 1           | 3          | 2      | 6          | 1                         | 1                               | 8                            |                             |



costing \$14,377. O. C. Palmer was the first principal, with one assistant. The attendance the first term reached 75. Jefferson Township High School, Cook County, was put into successful operation about 1886. It had no building of its own, but used the town hall. The first principal was J. B. Farnsworth, and the attendance was about 40. Of these three schools, however, Lake View and Jefferson have been merged into the Chicago system, and Tolona has been discontinued.

Streator Township High School was founded in 1875. There was heavy opposition on the part of the country people, people of Eagle Township, and of that part of Bruce outside the city limits. Principal Upton says that, to his knowledge, there is no opposition at present. Col. Ralph Plumb presented the building and grounds to the people of the township. "The recipients of this noble gift hold the giver in grateful and perpetual remembrance, and this gratitude increases year by year as class after class pass from its halls."

The Ottawa Township High School is located at Ottawa, the county seat of La Salle county. Its first principal was Henry L. Boltwood. It is supported by the city and the two adjacent townships of Ottawa and South Ottawa. The objections raised at the time of founding in 1878 were (1) Too expensive; (2) Country taxed for the benefit of the town. The sentiment of the farmer element has not materially changed. The school has 10 teachers and an enrollment of 116 boys and 177 girls, or a total of 293.

Nauvoo Township High School was established in 1881, as set forth by the principal: "In the early 80's there came a demand for higher education for benefit of the boys of the township in which Nauvoo is located, the girls having had provision made for them in a private way. This was an academy established for girls by Sisters of



St. Benedict. Of course they must pay tuition, so all could not take advantage of it.

This township is a small one situated in a crescent of the Mississippi River. In it are located three district schools of two rooms each. In them pupils are advanced through the the eighth grade. This is as far as poor boys and girls might go. The wealthier ones might go to a town or city giving more advanced work. When sentiment became strong for higher education, the question of consolidating the three districts and forming a High School was advocated by many; but before definite action was taken, two of the districts built new school buildings. This stopped the matter of consolidation.

Still the people wanted High School work. It was decided to elect a Board of Education consisting of five members which would represent the three districts, employ a teacher or teachers, rent the rooms in the central district building and allow any pupil in any of the three districts who wished, to take an examination for entrance to the High School thus established. On two or three occasions the High School has stood a good chance of being voted down. However, it is still alive and has a gradually increasing attendance." The opposition has been and still is from "certain religious institutions, and old people who have saved a sock full of money and did not want to pay more taxes."

In the Evanston Township High School Mr. Boltwood was called upon in September, 1883 to organize his third school. The proposition was passed by a vote of 611 to 147. \$40,000 was voted for building and site, only one vote against it. The principal opposition was that the North-Western Academy already in operation could supply the educational need. The equipment is intended to accommo-





date 800 pupils, and is of the best.

The Deerfield Township High School was established in 1887. A letter from the principal states the main facts of its history: "John T. Ray, principal of the John Crerar School, Chicago, was the first principal of this school and was probably the man most responsible for its founding. It has had a quiet history, has developed along safe lines and is now in a healthy, prosperous condition. In 1897 a large majority of the voters of the township voted to erect a building to cost \$30,000 and to bond the township for the same amount. The farmers of the western part of the township got out an injunction against it, but this was dissolved late in 1899 by a decision of the Supreme Court. We believe that, for the money expended, there is not in this or any other state a building with so good, so convenient, so complete equipment as we have here. Principal Ray served one year; Principal Chase, six years; Principal A. J. Ladd, one year; and I am now serving my eighth year."

Lyons Township High School was established by a vote of the citizens in April, 1888, and \$20,000 of bonds were voted June 2; and \$15,000 September 29 of the same year. The first year of the school was held in the La Grange grammar school building. On January 21, 1899 a proposition authorizing the Board of Education to bond the Township for \$35,000 to repair, improve and build an addition to the High School buildings carried by a vote of 841 to 334. This bond issue was found insufficient to cover the cost and, to provide the deficiency, the Board levied a tax of \$20,000 for building purposes. The building is thoroly equipped with good provisions for scientific study and manual training, a gymnasium, and will accommodate without crowding 300 pupils. There are 11 teachers. The first principal was



H. W. Thurston; E. G. Cooley took charge in 1892. The following table of attendance will indicate the growth:

|                                 |     |
|---------------------------------|-----|
| Year ending June, ---1889 ----- | 39  |
| 1890 -----                      | 63  |
| 1891 -----                      | 75  |
| 1892 -----                      | 107 |
| 1893 -----                      | 117 |
| 1894 -----                      | 117 |
| 1895 -----                      | 137 |
| 1896 -----                      | 142 |
| 1897 -----                      | 143 |
| 1898 -----                      | 134 |
| 1898 -----                      | 146 |
| 1900 -----                      | 183 |
| 1901 -----                      | 220 |
| 1902 -----                      | 208 |

The Edinburg Township High School was established in 1889. Its varied history is graphically stated by the principal: "This school was established 13 years ago. The town has a population of about 1200, and fearing lest the country would out-vote the town on the question of a Township High School, the town people agreed that the Township High School when established should be located in the same building with town schools, and the same principal should be over both, the township paying half his salary only. By this plan no building was needed. Subsequent events have proved this to be a serious mistake. The school by this arrangement had but one instructor for a few years, and then an assistant was employed. The assistant gave his whole time and the principal one-third of his time to the





High School work. Cheapness was the one thing had in view in the employment of teachers. The work was necessarily poor, and the school lost friends. Twice the opposition have secured the required number of signers and have presented petitions to abolish the Township High School - but each time by the use of money and whiskey the friends of the school have mustered votes enough to keep the High School going. (Remember we can see the dome of the capital of the great State of Illinois from here). However, two years ago the inevitable "split" came. The town Board of Education claimed the right to select the principal of the High School - since he acted as superintendent over the town schools. The Township Board denied the right. The Township Board were compelled to withdraw from the town school building and fit up temporary quarters elsewhere. This they did. Last spring - after two years of separation, and, in the opinion of all, two years of good High School work, including reasonable assurance of being accredited to the University - the friends of the Township High School idea began to feel sure of their strength for the first time in ten years. An election was called to vote \$10,000 bonds for a new building. The proposition carried by a smaller majority. Later, when the vote on the site was called for, the country vote was mustered in full, and they located the new building four miles from town in the river bottoms. An election to change the site did not carry. We are in that condition now. We have very good quarters - have a full four years course, are doing all that the University requires for accrediting, have an enrollment of 47, - the largest the school has ever had - have \$10,000 bonds voted for a building - but have not votes enough to locate the site. There is no doubt but that an election to abolish will be called in the spring, and but little doubt that it



will carry."

The Taylorville Township High School is in its twelfth year. The public sentiment which brought about its existence is well set forth in the catalog: "The school was the outgrowth of a popular movement toward higher education in this community. For some years prior to 1890 the conviction had been growing that the phenomenal progress in industrial, business and professional life demanded local opportunities of a high order for all the youth to receive at their doors a thoro education. It had long since become apparent that the conditions which had made success possible without education in the pioneering days had been disappearing, and that the present generation in a higher measure than the last are winning substantial success mainly in proportion to the soundness of the educational preparation that is employed in each case. In the future, it was clearly seen, the rising generation would more fully realize that the best possible education is the safest preparation to bring to life's contests. This appeared all the more clearly since to these contests there were coming others who elsewhere had carefully prepared. The solution was found in the Township High School plan, the success of which at other places in the state had already established the Township High School as holding forth more of academic promise than the city high school plan. By a vote of the people in Taylorville township in April 1890, the school was authorized in accordance with the provisions of the township high school law. During that year an elegant and commodious building was erected and adequately equipped with apparatus and furniture. The school began with an attendance of 95 and closed its tenth year with an enrollment of 159. The average yearly enrollment for the first decade has been 134." At first, the farmers objected to



the increase in taxes, but this opposition has died out. The first principal of the school was A. C. Butler.

The Pontiac Township High School was founded in 1894. A letter from Assistant State Superintendent J. E. Bangs--the principal from 1894 to 1902 - states some very interesting facts: "I will call your attention to the statistics found there concerning the graduates of the school and also to the fact that while the school was established by a bare majority and in spite of considerable opposition from the country, it would be difficult to find any who oppose the school now. The school has been the means of building up a part of the city in a remarkable manner. It is a peculiar fact that nine-tenths of the residences facing on the campus are occupied by retired farmers who have come in from other townships for the purpose of spending their last days in its neighborhood. The wealth of these people is estimated at three-fourths of a million." Opposition to establishing the school was from four sources: (1) Some afraid of high taxes; (2) not a sufficient demand; (3) chronic kickers who oppose everything; (4) some of the rich farmers without children. Some statistics will indicate the character of the product turned out.

|  | Grad. 4-yr.<br>Courses | Grad. Short<br>Courses | Total |
|--|------------------------|------------------------|-------|
| Sent to school for higher education    | 63                     | 17                     | 80    |
| Children of farmers                    | 32                     | 16                     | 78    |
| Children of mechanics and wage-earners | 38                     | 34                     | 72    |
| Children of business men               | 27                     | 12                     | 39    |
| Children of professional men           | 18                     | 2                      | 20    |

From these figures it is seen that the farming and wage-earning class furnished nearly three times as many graduates as the business and professional class. The school has a building which cost \$30,000,





and ten teachers on its faculty.

The Biggsville Township High School organized in 1896, as the catalog says, "for the purpose of affording to the young people of the Township the opportunity of getting a good general education." The school has a library of about 800 volumes to which additions are made as rapidly as possible. There is a fair equipment of apparatus for such science work as lies within its province. Pupils are encouraged to construct simple apparatus of their own, and for this purpose a small workroom with the necessary tools is provided. At first there was considerable opposition by heavy taxpayers and by some who had no children to educate, but there is not very much now.

Roseville Township High School was established in 1898. A statement in the Roseville Times-Citizen sets forth its history:

"In the year 1898 much discontent was expressed over the tax rate required to maintain the school, it being much higher than the law required, and, in response to the public sentiment, the question of establishing a Township High School was submitted to a popular vote. The election resulted affirmatively and in pursuance of this decision, a board of education was elected and the rooms over the First National Bank were secured for school purposes. There were three rooms at the disposal of the school, one large assembly room and two small recitation rooms. W. N. Brown was chosen as principal and David Turnbull as assistant. During the first year about fifty-five pupils were enrolled, nearly as large a number as the rooms would accomodate. The next year, 1899, a petition was circulated, praying for an election on the question of discontinuing the Township High School, and, the requisite number of signers having been secured, the election was held, which resulted with the majority of votes in favor



of the affirmative. Through the efforts of Mr. Brown however, a private school was maintained during the year, by tuition fees from each student, twenty Roseville citizens guaranteeing to make good any deficit, should the tuition charged not pay the expenses. Again, in 1900, an election having been held, it was decided to establish a Township High School, and an election held in 1901 resulted in favor of the school. The elections and their results illustrate very admirably the old adage, 'Where there's a will, there's a way.' In the meantime the board of education had selected the present site and it had been decided to issue township bonds to the amount of \$10,000. In July, 1901 work was commenced on the high school building." The principal says: "A point was carried to the Supreme Court of the State as to the legality of the election of the Board, but was not sustained. Since then the fight has subsided, and little is heard, except an occasional complaint about the added tax. Opponents of the school in some instances have placed their children in the High School. Next year we add a fifth teacher."

A letter from the principal of the Thornton Township High School gives a good idea of its present status: "Our school was established four years ago last April by an overwhelming vote in favor. This election was the first one ever called on the question of establishing a township high school. Then followed the usual routine of organization. We had practically no opposition to fight in the elections which followed on the questions of site and bonds.

|                                   |       |     |
|-----------------------------------|-------|-----|
| First year's enrollment of pupils | ----- | 94  |
| Second " " " "                    | ----- | 108 |
| Third " " " "                     | ----- | 120 |
| Fourth " " " "                    | ----- | 128 |





We now have seven teachers. The school moved into its new building two years ago. Cost of new building \$50,000; cost of site \$8,500; cost of furniture and apparatus about \$12,000. The grounds cover an entire city block." The library contains about 700 volumes.

Joliet Township High School was organized in 1899, and is undoubtedly the largest and best equipped in the State. There was nor is no opposition. "The growth of this school in numbers, equipment, reputation and general work is a constant wonder to the people who keep in touch with the facts. Neither time, money nor effort has been spared in making this institution of learning equal to the best in the whole country. With a force of twenty-eight carefully selected teachers, the work of training eight hundred students will grow better as they succeed in solving the difficult problems of education which present themselves."

The La Salle-Peru Township High School was founded in 1899. It has a beautiful building and the equipment throughout is of the best. The establishing of the school took the form of a fight between the two towns of La Salle and Peru which "extended over several years. The proposition finally carried by a majority of 60 votes. There is still a strong opposition among foreigners and labor unions, especially to the manual training idea, also by certain elements of Polish Catholics." The school has 13 teachers. The enrollment for 1902 is as follows:

|                | Boys | Girls | Total |
|----------------|------|-------|-------|
| Post Graduates | 3    | 8     | 11    |
| Seniors        | 3    | 21    | 24    |
| Juniors        | 19   | 21    | 40    |
| Sophomores     | 19   | 41    | 64    |



|          |          |          |           |
|----------|----------|----------|-----------|
| Freshmen | 33       | 50       | 83        |
| Specials | <u>9</u> | <u>8</u> | <u>17</u> |
| Total    | 86       | 153      | 239       |

Oak Park and River Forest Township High School was legalized by an election held April 8, 1899. The proposition carried by a very large majority. Mr. J. C. Hanna the principal says: "There was no serious opposition to the founding of the Township High School, excepting that certain legal questions were raised, that were afterwards disposed of favorably by the Supreme Court. The full statement concerning this appears in the historical sketch printed with the first report of the Township High School Board. There was also some feeling of local pride among the Oak Park people impelling them to wish that they might be able to maintain a high school for themselves, without calling upon any other community for assistance. This, however, did not manifest itself actively and the answer to it, based upon financial necessity, was so convincing, and the character of the two populations was so much the same, that any expression of such feeling soon passed away. So far as I know there is no opposition at all to the maintenance of the Township High School organization, which has proved itself to be all that was expected in the first place and more. The experiment has been a success in every way and has not added to the cost of maintaining a high school in this community. In fact, with our present tax duplicate it would be impossible to maintain a high school satisfactorily under the present levying powers of 2 1/2 % for current expenses without keeping up a separate Board of Education with an additional levying power."

|   |     |
|---|-----|
| Total enrollment of pupils up to December 1, 1901                       | 370 |
| Teachers employed exclusively by the high school<br>including Principal | 15  |



|   |               |
|---|---------------|
| At salaries aggregating per month   | \$1,855.00    |
| Teachers partially employed - same as last year,<br>monthly salary                                    | <u>100.00</u> |
| Total monthly cost of instruction   | \$1,955.00    |
| Indicating, if continued through the year<br>without change, total annual cost of                     | \$19,550.00   |
| Cost of instruction per capita  | \$52.84       |
| Adding to the cost of instruction the additional cost of<br>maintenance as per last year's experience | \$10,779.18   |
| Making a total estimated cost of maintenance for<br>the school year of 1901-1902 of                   | \$30,329.18   |
| Total estimated cost of maintenance per capita  | \$81.97       |

The Sterling and Coloma Township High School was organized in 1899. It has a large building, well equipped biological, chemical, and physical laboratories. The library contains 536 volumes selected from time to time by the teachers in the various departments, and they comprise some of the choicest works of reference. There are 11 teachers, and the class of 1902 numbered 43. The enrollment for that year was 76 boys and 153 girls or a total of 229. The enrollment by subjects was as follows:

|  | Boys | Girls |
|--|------|-------|
| Ancient and Medieval History -----       | 12   | 30    |
| English History -----                    | 8    | 17    |
| Modern History -----                     | 12   | 19    |
| United States History -----              | 15   | 31    |
| English Composition and Literature ----- | 79   | 149   |
| German -----                             | 19   | 60    |
| Latin -----                              | 33   | 97    |
| Algebra I -----                          | 36   | 52    |
| Algebra II -----                         | 10   | 6     |
| Arithmetic -----                         | 10   | 15    |





|                          |    |    |
|--------------------------|----|----|
| Bookkeeping -----        | 8  | 11 |
| Plane Geometry -----     | 17 | 47 |
| Solid Geometry -----     | 5  | 6  |
| Botany -----             | 8  | 14 |
| Chemistry -----          | 10 | 16 |
| Physical Geography ----- | 14 | 13 |
| Physics -----            | 11 | 12 |
| Physiology -----         | 30 | 48 |
| Zoology -----            | 10 | 16 |
| Drawing -----            | 37 | 59 |
| Music -----              | 4  | 20 |

The main opposition to the school came from Rock Falls just across the river, which wanted the building located in that town. There is no antagonism at present.

In accordance with Art. III., Sec. 38, of the School Laws of Illinois, an election was held at the court house, in the city of Murphysboro, April 14, 1900, for the purpose of voting for or against the proposition to establish a Township High School. The proposition carried. On June 22, 1900, a proposition to issue bonds to the amount of \$22,000 for the erection and equipment of a suitable building was voted on and carried. A tract of 3 1/3 acres of ground, located in the Clarke and Logan addition to the city of Murphysboro and adjoining Logan park, was chosen as the site for the building by vote of the people, July 23, 1900. Two acres of this tract were very generously donated by Messrs. J. C. Clarke and Thomas M. Logan. "The main reason prompting this school was the need of better High School facilities. This is a town of 7000 - a large per cent miners. The city contains seven-eighths of the population of the township and two-



thirds of the property, - much of the mining property being just outside the city limits. This brings all property in the township under taxation for school purposes. The opposition came from the Catholics, and farmers who thought the city wanted a new school but wanted them to build it." The school is well equipped with apparatus, has a library of about 400 volumes, and has five teachers.

The Bloom Township High School was established in 1901. The chief opposition came from a fear of heavier taxes. The attendance for 1901-2 was about 65.

The Clyde Township High School has a substantial building, with six teachers. The school is accessible from all parts of the high school district, and there is no opposition to its existence.

New Trier Township High School was established in 1901. The building is a substantial brick structure with stone trimmings. It is equipped and furnished with all conveniences and serves its purpose admirably. It is 125 feet long by 105 feet in width, and can be extended to the north when the increase in the number of pupils renders more room necessary. It is situated a quarter of a mile from the school station of the Chicago and Milwaukee Electric Railway, and a half-mile from the Kenilworth station of the Chicago and Northwestern Railroad. It is in the town limits of Winnetka, though Kenilworth is the nearest postoffice. Lake Michigan is a half-mile distant. The grounds are six acres in extent, and are covered with a beautiful greensward. Extensive cement walks render the building easy of access. Flower beds and shrubbery adorn the lawn in front of the building. In the rear is a grove of forest trees. Opponents of the school brought up the argument of higher taxes, and this is still sometimes heard. The principal says, - "The recalcitrants are making the best





of what they call a bad thing; others welcome it as a means of reducing the expense of educating their families." The school has 11 teachers and an attendance of 121.

Blue Island voted itself a high school district in April 1902. The town lies in two separate townships. That part in Worth Township carried the proposition by a majority of 99; in Calumet Township the majority was 37, making a total of 136 out of a total of about 190 votes. The district has elected a Board of Education of five members from among the members of the regular town school board.

The Harrisburg Township High School was voted 1902. The building when completed will cost with furnishings \$32,000. The enrollment reaches 125 - an increase of 35 over the city high school. The principal says, - "We had opposition. Some people of the city opposed on the ground of taxation, but very few who have children. Our greatest opposition came from the country. It claimed the city children would be shown favors, etc. Some very conservative people (but few) objected. They claimed strife would arise between the city schools and the Township School, that the principals of the two systems would become antagonistic. That objection was overcome by placing both systems under one management. Some still doubt whether we shall get value for what we place into the school. The country people who have children in the school are becoming satisfied."

The Haw Creek Township High School was voted in 1902. The principal describes the condition of the school as follows: "We circulated a petition and carried every election. But on the question of location the opposing side obtained an injunction, stating that the location was not definite enough. On the ticket we merely had 'Gilson'. Another election was held and the place was definitely located. Again the opposition prevented us from building on the



ground that we used the Australian ballot. This was not so. The only thing we used was a square opposite the proposition. This prevented us from building. But the Board of Education rented a room of Gilson school and we are holding fort in it. The courts have decided in favor of the school, but the fight is not over. There is a petition out now to vote to discontinue the school at the regular spring election (1903). Gilson is not in the center of the Township. A few rich people whose children are educated or who have none at all do the 'kicking'. Chief of these is our township treasurer."

Maine Township High School was established in 1902. The principal says: "The only trouble we had was caused by the jealousy between the two main villages in the township, both of which wanted the building located within their bounds." There is no opposition at present.

The Savanna Township High School was organized 1902, with an enrollment of 135 including five post graduates. The principal's reply to a letter says: "Our Township High School met with practically no opposition in its organization. Considerable railroad property was involved in the taxable portion and it was necessary to move with extreme caution, but no difficulty was encountered. Had the matter been in the hands of less skillful men we might have had no end of trouble."

In getting data for this study a questionnaire was sent to each of the Illinois Township High School principals, with this as the last question - "special advantages, in order of importance." The replies follow:

"a. Gives all children of township the opportunity for a better



education than the district school affords. I see no other advantage over any other well-conducted high school.

- b. Some would probably urge a larger taxing area making possible such schools in small villages. In this respect a better equipped school is possible."

- "a. Preparation for citizenship.
- b. Preparation for college."

- "a. More money to support the school. The tax of  $2\frac{1}{2}$  per cent would not cover expenses of both grades and high school."

- "a. More money to run the school.
- b. Tax spread over a larger territory.
- c. A separate board -- undivided interest."

- "a. Concentration of effort and money of township on high school.
- b. Boys and girls from rural districts secure high school training otherwise unobtainable."

- "a. Higher education is brought closer to the country boys and girls, as they feel that the township high school is their school. A desire is thus created not only to finish successfully the country school, but also the desire to pursue the higher studies.
- b. Township high schools in the smaller towns give far better advantages to the children of those towns than they could possibly have in the usual village or town high school. Better advantages and at a lower tax-rate.





- c. Being separate from the ordinary graded school, I believe there is a greater incentive to the pupils of the grades. So long as the "high school" is the "top story" of the graded school, the boys feel that it is "the same old thing." They lose interest, get tired, and drop out.
- d. There is, or seems to be, a prevailing opinion that a township high school must be a good school. I do not know where the idea originated - but it is a good thing to have hovering around in a community."

- "a. None here, since the original township is all under one city charter, whose corporate limits are the high school district limits.
- b. When established, these were our school districts and four distinct corporations.
- c. Advantages of cheapness, greater efficiency, wider diffusion of opportunity, stimulus to town schools and the educating of our own teachers.

- "a. Gives every boy and girl of the township the advantage of a high school education. Some were unable to pay tuition.
- b. It makes the schools of the township, that prepare students for the high school, better.
- c. The whole township can maintain a better school than a part. Some took advantage by paying tuition, now all have advantage of a much better school than the city of Harrisburg could afford."

- "a. Gives educational advantages to a class of people that otherwise



would not have these.

- b. It will keep pupils in school during the winter who would no longer go to the district school because they are older than those attending."

- "a. Better school.
- b. Better building.
- c. Better faculty.
- d. Freedom from political domination.
- e. Large increase in number availing themselves of high school privileges.
- f. Enlargement of sphere of influence.
- g. Generous rivalry on part of schools below for superiority."

- "a. It offers to the people of the township, most of whom are within reach, the advantages of a high class city school, and gives the largest number a better school than La Grange alone might support."

- "a. Better corps of teachers.
- b. A more extensive course of study.
- c. A larger attendance.
- d. For the results obtained a lighter tax levy.
- e. A better equipment.
- f. A more concentrated administration.
- g. An almost absolute freedom from the nuisance known as the 'local pull'."

- "a. It extends the limits of free education over a wider range.





The country boy and girl have a chance to acquire a high school education free of charge.

- b. To equip and conduct a good high school is expensive. Few school districts can afford to support both graded schools and high schools. Therefore to spread the high school over an entire township this great trouble is obviated. Low taxes suffice to equip and conduct the high school on a high basis."

- "a. Differentiates the high school from the grades, and gives it more exalted standing.
- b. Commands greater taxing power - affording better equipment, teachers, etc."

- "a. More boys and girls are enabled to broaden their horizon.
- b. Promotes social side of life in rural districts.
- c. A tendency toward eliminating selfishness which is produced by isolation.
- d. Desire for higher standard of education changes the objective point from development of memory to that of reasoning powers.
- e. Creates a desire for better teachers in the country places."

- "a. One good, populous high school instead of three struggling ones; unites five villages.
- b. Local dissensions minimized.
- c. Attractive to prospective locators."

- "a. The principal advantage is, that in this community the tax duplicate is not large enough under the limit of the levy allowed



by law to raise enough money for the current expenses of the graded schools and a high school, if these are maintained at as high a standard as the sense of the community demands. In fact, it takes the full  $2\frac{1}{2}\%$  to keep up the grade schools, and since the Township High School Board has a complete levying power with the same legal limitations it makes it possible for the community legally to tax itself for the maintenance of a high school such as it desires.

- b. To the people of River Forest the advantage is probably even more plain, in that the community is much smaller and that it would be impossible to maintain a good high school in River Forest alone, and that the only way in which the pupils could have a high school education would be to pay tuition and send them to Oak Park, which in many respects would be inconvenient and in some cases quite burdensome.
- c. There may be said to be a certain advantage in having the control and management of the high school under separate Board chosen for that purpose, and giving their entire thought and time to the problems connected therewith, and in making the principal directly responsible to such Board. This I say without reference to my own personal feeling or interest, for, altho there is to the principal personally a certain satisfaction in the practical independence, on the other hand, the relations between myself and the actual superintendent in Oak Park, before the separation, were entirely harmonious and agreeable. But speaking very generally, it makes possible the independent study of the special problems related to high school affairs with perhaps more satisfactory results, - problems relating to courses of study,



methods of administration and discipline, selection and supervision of teachers, and the like."

- "a. It gives sufficient money to run a good school in communities where it could not be had otherwise.
- b. It gives an independent organization, not under the control of city politics."

- "a. Gives good education to rich and poor alike.
- b. Preparation and incentive to higher schools.
- c. Business training.
- d. Fits many for teaching.
- e. Draws many students from the outside who might not go to any other school."

- "a. Greater independence and freedom in selection of teachers and management of the school.
- b. A larger field from which to draw, hence a wider interest in the school.
- c. Possibility of maintaining a more careful standard for admission."

- "a. Commercial branches, placed upon same basis as other studies - not a short course.
- b. Other advantages are those of any four year high school. Science is made a prominent feature."

- "a. More room : 1. Can employ a greater number of teachers as we  
                  :  
                  : have ample room.





- : 2. Can consequently do better work because of greater number of teachers and less crowded classes.
- : 3. Classes are smaller, more individual work, better results.
- b. More money: 1. Can not only employ more teachers, but
- : 2. Can pay better salaries consequently get a better article.
- : 3. Can have more modern equipment.
- c. A few pupils not otherwise financially able can attend.
- d. Increases taxable property consequently rate much lower than could otherwise be with same equipment and facilities as at present. (The township conditions peculiar. Railroads pay nearly 50 % of school tax)."

- "a. All things considered, better salaries, hence better teachers.
- b. Less danger of a 'mix up' in the other school troubles of the town.
- c. Better equipment, as the district to be taxed is larger.
- d. Principal does not answer to a superintendent, who may impose his ideas upon the school."

- "a. It permits a larger institution, more capable and better paid faculty, more apparatus, and general increase of efficiency.
- b. It gives the same privileges, at a less cost, to the farmer and rural dweller, that are enjoyed by the inhabitants of cities.
- c. It creates an esprit de corps in the high school faculty, and by inclusion, adds to the pride and efficiency of secondary school teachers in general by creating independent institutions of a



secondary character and ranking superintendents and principals of such institutions as high or higher than the superintendents of city school systems and thus retains in the secondary school field many persons who would be drawn by salary and pride of title and position into executive positions in city graded systems. It makes the tenure of position in secondary schools more permanent and less dependent upon the whim of politicians or other cause than efficiency."

"a. Independent organization is the chief advantage. This permits adequate equipment, competent teachers, progressive management."

- "a. A free institution for securing a higher and therefore a better education.
- b. An incentive to grammar grades to do better work.
- c. An incentive to grammar school pupils to look beyond the common school for 'finishing.'
- d. The stepping stone to enter college."

A tabulation of the foregoing responses follows:





| Number of the Reply | Better Educational Advantages than in small School | More money; hence better Buildings, Equipment, Teachers, etc. | Larger Taxing Area; hence lower Tax Rate | Greater Incentive to Grade Pupils and Teachers | Separate School Board; Local Dissensions minimized | Larger Attendance; better School Spirit | Concentration of Effort | Freedom from political Domination | Preparation for College | Business Training | Larger Sphere of Influence | Educating of Teachers | Preparation for Citizenship | Keeps Pupils in School | Rural Social life promoted | Wider Diffusion of Opportunity | Attraction to Locators |
|---------------------|--|---|--|--|--|---|-------------------------|-----------------------------------|-------------------------|-------------------|----------------------------|-----------------------|-----------------------------|------------------------|----------------------------|--------------------------------|------------------------|
| 1                   | 1st  | 2nd   |  |  |  |   |                         |                                   |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 2                   |  |   |  |  |  |   |                         |                                   | 2nd                     |                   |                            |                       | 1st                         |                        |                            |                                |                        |
| 3                   |  |   | 1st                                      |  |  |   |                         |                                   |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 4                   |  | 1st   | 2nd                                      |  | 3rd  |   |                         |                                   |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 5                   |  |   | 2nd                                      |  |  |   | 1st                     |                                   |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 6                   | 1st  |   | 2nd                                      | 3rd  |  |   |                         |                                   |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 7                   | 2nd  |   | 1st                                      | 4th  |  |   |                         |                                   |                         |                   |                            | 5th                   |                             |                        |                            | 3rd                            |                        |
| 8                   | 1st  | 3rd   |  | 2nd  |  |   |                         |                                   |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 9                   | 1st  |   |  |  |  |   |                         |                                   |                         |                   |                            |                       |                             | 2nd                    |                            |                                |                        |
| 10                  | 1st  | 2nd   |  | 6th  |  | 4th                                     | 3rd                     |                                   |                         |                   | 5th                        |                       |                             |                        |                            |                                |                        |
| 11                  | 1st  |   |  |  |  |   |                         |                                   |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 12                  |  | 1st   | 3rd                                      |  |  | 2nd                                     | 4th                     | 5th                               |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 13                  | 1st  |   | 2nd                                      |  |  |   |                         |                                   |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 14                  |  | 2nd   |  |  |  |   |                         |                                   |                         |                   | 1st                        |                       |                             |                        |                            |                                |                        |
| 15                  | 3rd  |   |  | 4th  |  | 1st                                     |                         |                                   |                         |                   |                            |                       |                             |                        | 2nd                        |                                |                        |
| 16                  |  |   |  |  | 2nd  |   | 1st                     |                                   |                         |                   |                            |                       |                             |                        |                            |                                | 3rd                    |
| 17                  | 2nd  | 1st   |  |  | 3rd  |   |                         |                                   |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 18                  |  | 1st   |  |  |  |   |                         | 2nd                               |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 19                  | 1st  |   |  |  |  | 5th                                     |                         |                                   | 2nd                     | 3rd               |                            | 4th                   |                             |                        |                            |                                |                        |
| 20                  |  |   |  | 3rd  | 1st  | 2nd                                     |                         |                                   |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 21                  | 2nd  |   |  |  |  |   |                         |                                   |                         | 1st               |                            |                       |                             |                        |                            |                                |                        |
| 22                  | 1st  | 2nd   | 4th                                      |  |  | 3rd                                     |                         |                                   |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 23                  |  | 1st   | 3rd                                      |  | 2nd  |   |                         |                                   |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 24                  | 2nd  | 1st   |  |  |  |   |                         |                                   |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 25                  |  | 1st   |  |  |  |   |                         |                                   |                         |                   |                            |                       |                             |                        |                            |                                |                        |
| 26                  | 1st  |   |  | 2nd  |  |   |                         |                                   | 3rd                     |                   |                            |                       |                             |                        |                            |                                |                        |



It may not be inappropriate to supplement the foregoing opinions concerning the advantages of the township high school by statements made by educators in different parts of Illinois. Stratton D. Brooks, formerly principal of the La Salle-Peru Township High School and later High School Visitor for the University of Illinois, says: "While the township high schools have been established mainly in cities it is not here that their main usefulness lies. While the township high school is usually better than the city school which it supplants, yet the best field for it is in the smaller towns and villages and those townships where there are no towns or villages, where limited taxing ability limits the efficiency of the school. Here the establishment of a township high school would render possible better equipment, better buildings, and what is more important, better teachers, while the additional expense would be spread over such a wide area as to pass almost unnoticed."

President John W. Cook of the Northern Illinois Normal School at De Kalb says: "The township high school is the people's college. It brings the wider opportunity to the door alike of the dweller of the town and the rural district. It will solve the vexed question of the township system in its own way. It will do more than any other one thing to make the farmer's child contented with rural life."

Superintendent Hatch of Oak Park says: "The township high schools in Illinois have been universally successful. They have been the means of enabling communities to maintain successful schools of a high standard that could not otherwise have supported them. I am thoroly convinced that it is the solution of the high school question for smaller towns and cities."



Superintendent Chas. W. Groves of Dixon says: "The township high school is the most feasible plan of bringing within the reach of all the young people the opportunity of obtaining a good secondary education. The increased expense incident to the organization and administration of such a school is more than recompensed thru the enhanced value of every acre of farm land in the township."

I. F. Edwards, ex-President of the Northern Illinois Teachers' Association, says: "In my experience in school work I have always felt that there was something lacking in order to make the public school system complete, or more perfect than it is at present. I have discovered that the great majority of children get but very little training beyond the eight years work and that, in most cases, in a very crude way. It isn't because the children are not willing and even anxious to acquire a good common school education, nor, that the parents as a rule, are not just as willing that they should, but it is, in my humble judgment, because in the present condition of our public school system which makes but very little provision for the very poor especially in the rural districts. While a very few of the graduates from the rural schools enter our high schools and from thence pass in to our colleges and universities, there is a great army annually that drop out of the ranks with a feeling that as for them, school days are no more forever. It seems to me the very best remedy for this ill, and the same thing is lacking to make our public school system more complete, is a well equipped and well managed township high school. Such a school would make it possible for every child in the township, whether rich or poor, to acquire a liberal education and that at his very door. And not only would every child have the advantage of a liberal education but at the same time the school





taxes would be greatly reduced and I am quite sure with such a condition a far better grade of directors would be selected than is usually found managing the affairs of the average rural district. Besides the ladder would then be completed so that there would be no missing round between the first year's work and the work done in the higher institutions of learning. Pericles, the greatest of the Greeks once said, 'I believe in a government by the people provided that the people are properly educated.' With a first-class township high school in each township I believe this nation would be safe and sure and sound."

State Superintendent Alfred Bayliss, formerly principal of the Streator Township High School remarks: "'The crown of our educational system,' said the Governor, in his last message to the General Assembly, 'is the State University.' Now we are making some progress toward bringing the 'crown' within easy reach of the town boys and girls. But why, in the name of fair play, should not a way be found to lead the country boy out into the open where he, too, can see the 'crown' and have an equal chance, as he has an equal right, to seize it if it attracts him? Why should the opportunities the high school affords be provided free for one half of the children and be denied to the other half? What has the farmer's child done that he should not be equally favored by the schools? 'Those who live in the fields are as deserving of the best there is in education as those who dwell beside the asphalt'. The country youth is entitled to not only as good a school, but to as much school as his city neighbor. To provide such schools it is evident that one of two courses must be adopted. Either the country districts, which are steadily growing smaller, must be consolidated until they are strong enough to provide instruction in



the missing four grades, or the township high school must come. The township high school statute shows the open way. In this particular, as in all others, the country schools are entitled to a fair show. They do not now have it."

Superintendent Newell D. Gilbert of De Kalb says: "I conceive the main advantages of the township high school to be these:

(1) The high school receives more adequate attention when it is organized by itself under a board whose whole thought goes to it. The equipment - books, apparatus, etc. - is larger and better adapted to the work of the high school. In the expenditure of money there is no division of interests with the lower grades. The course of study is quite sure to be broader and provide more widely for individual needs, so that more young people find in it the lines of work they personally desire.

(2) It provides for the country boy without the burden of a tuition altogether proper in itself, but a great hindrance to the coming of the young men and young women from the rural schools into the city high school.

(3) The increased opportunity for these young people means increased ambition to prepare properly, and this, in turn, demands better rural schools - greater advantages for all.

(4) For the grades of the city schools this plan is favorable, for it sets the city board of education and the superintendent free to give entire attention to them and their needs. Close supervision is the secret of successful school systems. Grades and high school gain greatly in this particular by organization under separate boards."

President David Felmley of the Central State Normal School



at Normal says: "Our public school system, as at present administered, contains this injustice: It recognizes that schools should be free and that the education furnished by the state should include high school privileges. Yet these are furnished free only to the youth resident in our cities and towns; the boys and girls from the country must pay tuition. It is true that the law provides a system of permits by which advanced pupils may be transferred to neighboring districts, but each transfer depends upon the consent of two school boards, and involves so much bookkeeping that little use is made of the system. The township high school provides a partial remedy for this injustice. In about two-thirds of the townships of Illinois the population exceeds 1,000, the school attendance 200. In most of these more populous townships are cities, towns or villages, the centers of the trade, of the social and intellectual life of the communities. In these should be high schools supported by the town district and six or eight country districts tributary to the town. The boundaries of these high school districts should not coincide with township lines unless the village, the seat of the high school, is near the center of the township. Township high schools are a stimulus to all the tributary districts. The course of the country school is systematized; the term lengthened; attendance is more regular; definite aim and purpose are given to the work; the children look forward to graduating from the high school as their educational goal."

In conclusion, with the strong and lucid testimonials quoted as to the advantages of the township high school, further remarks are unnecessary, except, if possible, to emphasize some of the points already made. With a larger taxing unit there is little or no increase of tax-rate. Yet, on the other hand, there is more money at the dis-







posal of the Board, with all that this means. It means better buildings and equipment, better and more teachers, large attendance with better school spirit, - in a word, more efficient schools.

It is found that a high standard of intelligence in any community tends to the enlargement of wealth, and it is easily seen that the greater the assessable value of any district the lower will be the tax-rate to secure a given sum. Whatever promotes prosperity lessens the field for charity. Five dollars given to education is better spent than twice as much spent on almshouses, penitentiaries, and criminal courts. The broadest, truest charity is the foresight which so transforms head, hand, and heart as to give the masses right views of life and makes them indispensable members of our social fabric,- in a word, good and self-reliant citizens. Go where one may he will find that where the greatest intelligence exists there is to be found the most push, the best churches, schools, libraries and homes, and the greatest security to person and property. In the intelligence of the people lies the safety and perpetuity of the state.

As a means of justice to our rural population the township high school is warranted in existing. It gives to the boys and girls an appreciation of the world's best literature and establishes habits of good English, lays the foundation for a mathematical and scientific education, invites an acquaintance with the forces of Nature and with the institutions of men, creates a love of knowledge for its own sake, and, probably most important of all, lends to social development and character building. Before the inception of the township high school these advantages were enjoyed by only those pupils in or near centers of population, and the rural children were neglected. Our provisions for public school education were intended to apply equally to all.



But the ordinary rural school has a very limited curriculum and a still more meager equipment. That the product turned out is different from the city product is as sure as that effect follows cause. The urban-bred citizen is more alert, more polished, more resourceful, more capable of mastering his environment. The rural-bred citizen is less capable of handling complex problems and is more a creature of circumstance, because his natural powers have not been so well developed. "Our rural interests are so vitally important that it behooves us to furnish educational advantages that will promote their highest development and materially add to the advancement and attraction of rural life. Instruction is needed that will instill a love of Nature, introduce more intelligence and culture into the rural home; that will beautify it and its surroundings, and thus bring city and urban life into closer touch." Farming by the old wasteful methods has ceased to pay. A knowledge of plant life and of the soil elements is essential to successful agriculture. Even if the country boy and girl do not remain on the farm and wish to enter professional schools they will find that, with only the rudiments of an education, they are not welcome. The township high school militates to make the district schools more efficient, because the latter are compelled to adapt themselves to its requirements for admission. It stimulates purpose in the pupils by setting up a goal to be reached - admission to and graduation from the high school.

The prophecy of Hon. Newton Bateman in his Biennial Report, 1873 - 4, as to the benefits of the township high school to country boys and girls has been abundantly justified by time: "There is something to work for, an objective point to be gained, a prize to be reached. The high school becomes a topic of absorbing interest to all



who expect to continue their studies, and their enthusiasm is communicated to all the rest. Those who pass to the high school add to the interest already awakened by their stirring accounts of their new duties and experiences. Strong bonds of friendship are thus established between the schools, and good feeling prevails on every hand. The chief and crowning benefit of a free township high school is that it brings the means of an advanced education to the very doors, as it were, of every farmer in the state. This obviates the expense and risk of sending to distant places those sons and daughters who hunger and thirst for what the common district school cannot give them. At home, the best and safest place on earth for our boys and girls, under the watchful guardianship of parents and friends, surrounded by helpful and hopeful influences they may quietly and happily pursue their studies, till fitted, by thoughtful habits and enlarged intelligence, either to take their place in the industrial walks of life, or to enter some still higher institution of learning, as inclination or circumstances may suggest."











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